

AN ADDRESS
DELIVERED AT
THE ORGANIZATION OF
THE NORMAL SCHOOL,

ON THURSDAY, THE 13th OF JANUARY, 1848,

AT THE REQUEST OF
THE COMMITTEE ON THE SCHOOL,

BY
JAMES J. BARCLAY, A. M.,
A MEMBER OF THE BOARD OF CONTROLLERS.

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PUBLISHED BY ORDER OF THE BOARD.  
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PHILADELPHIA:
1848

Chamber of the Controllers of Public Schools,
First School District of Pennsylvania. }

PHILADELPHIA, February 9th, 1848.

At a meeting of the Controllers of Public Schools, First School District of Pennsylvania, held at the Controllers' Chamber, on Tuesday, February 8th, the following resolution, submitted by the Committee on the Model School, was unanimously adopted, to wit:

Resolved, That James J. Barclay be requested to furnish the Secretary of this Board with a copy of his speech for publication.

Certified from the minutes.

THOMAS B. FLORENCE, *Secretary.*

A D D R E S S.

FELLOW-CITIZENS :

We have met to witness the organization of a School for the instruction of Teachers; and it is a subject of sincere congratulation that a measure so important and so well calculated to promote public instruction has been adopted. On an occasion like the present we may be allowed to glance at the rise, progress and present condition of Public Education in Philadelphia.

The great founder of Pennsylvania well knew the importance of education and encouraged its diffusion. No system of General Education was, however, attempted during our Colonial existence. So dear was the cause to freemen that in the ever memorable year 1776, when the country was battling for liberty, nay struggling for her very existence, amid war and blood, public distress and private suffering, in the early dawn of our glorious independence, the sages and patriots who framed the first Constitution¹ provided that "a school or schools shall be established in each county by the Legislature for the convenient in-

¹ Chap. II. Sect. 44.

struction of youth, with such salaries to the masters, paid by the public, as may enable them to instruct youth at low prices: and all useful learning shall be duly encouraged in one or more universities."

The Constitution of 1790² directed that "the Legislature" should "as soon as conveniently may be, provide by law, for the establishment of Schools throughout the State in such manner that the poor may be taught gratis," and this provision was ordained by the present Constitution.³

Notwithstanding all these provisions little was done by public authority to promote the cause of general education, until the year 1818, when the act "to provide for the education of children at public expense within the City and County of Philadelphia," was passed. This act may be considered as the foundation of our system, and one of the most important features of it, was the power given "to the Controllers to establish a Model School, in order to qualify teachers for the Sectional Schools and for Schools in other parts of the State." Thus, in the very commencement of Public Schools, the Legislature wisely made provision for a Normal School. The Model School was organized under the direction of him, who has given his name to the system then introduced.

² Art. VII. Sect. 1.

³ Feb. 22, 1838, Art. VII. Sect. 1.

The public watched the progress of this great plan of Education and had reason to be gratified with the results. The cause now attracted great attention and deep interest, and those to whom its management was confided, felt the responsibility of their situation and were desirous faithfully to discharge the trust reposed in them.

In the Lancasterian system there were, however, serious and inherent defects; and the Controllers and Directors became convinced that a radical change was necessary. It was made; and the Monitors were succeeded by Assistant Teachers.

In 1828 the Controllers were authorized to establish Schools for the instruction of children under five years of age, and in 1832 a Model Infant School was opened.

Primary Schools were subsequently established, and the Infant Schools changed to Secondary.

In October, 1838, the Central High School, authorized by the act of the 13th of June, 1836, was opened, and has been for upwards of nine years in successful operation. Its high character is widely known and appreciated; and Philadelphia may be justly proud of a school which, we think, is not surpassed by any similar institution in our country.

Since it was opened upwards of 1477 students

have enjoyed its benefits. On the first of the present year 448 scholars were there pursuing a course of studies calculated to prepare them for a career honorable to themselves and useful to the Republic. Under the judicious administration of the accomplished Principal, and his able coadjutors, this seminary of learning will doubtless increase in public favor and general utility.

Among other advantages that it will confer on the community, it will provide well-trained teachers for our Grammar Schools for boys.

On the 1st of January, 1819, there were in the First School District ten schools, containing 2845 pupils, (viz: 1507 boys and 1338 girls,) under ten teachers.

On the 1st of January, 1848, there were in the District 232 schools, viz: High School 1, Grammar 50, Unclassified 60, Secondary 23, Primary 98, containing 37,535 pupils, (19,112 male and 18,423 female,) under 595 teachers. Of the teachers 82 were males, and 513 females.¹

The whole number of School Districts in Pennsylvania on the first Monday in June, 1847, was	1,250
Accepting Districts, -	1,106
Non-accepting " -	144
Number of male pupils, -	202,956
" female " -	166,546
	369,502
Number of male teachers, -	5,907
" female " -	3,280
	9,187
Number of schools, -	7,552

It is apparent from the above statement the public must rely chiefly on the Common Schools for the education of the young. No efforts should be wanting, no labor should be spared therefore, to render these schools as perfect as possible.

The most certain, the most effectual mode of

The following table will shew the number of teachers employed in the Public Schools of Massachusetts since 1836 :

Year.	Male Teachers.	Female Teachers.	Total.
1837	2,370	3,591	5,961
1838-9	2,411	3,825	6,236
1839-40	2,378	3,928	6,306*
1840-1	2,491	4,112	6,603
1841-2	2,500	4,282	6,782
1842-3	2,414	4,301	6,715*
1843-4	2,529	4,581	7,110
1844-5	2,595	4,700	7,295
1845-6	2,585	4,997	7,582
1846-7	2,437	5,238	7,675

The number of Public Schools for the year 1846-47 in the State was 3,538. The proportion of male to female teachers was less than 32 per cent. The estimated number of children in Massachusetts, between four and sixteen years of age, (for 1846-47) was - - - 209,919

Number attending private schools and academies, - - - 12,000

Number depending on the public schools for their education, 197,919

Whole number registered in the summer schools, - - 160,952

" " " winter " - - 178,776

Of these pupils 4,782 were under four, and 10,612 over sixteen years of age

Of the number of pupils (197,919) between the ages of four and sixteen years, dependent on the public schools for their education—

156,170 belonged to the summer schools,

168,164 " winter "

41,749 did not attend the summer schools,

29,755 " winter "

* The returns for these years are not quite complete.

arriving at this desirable end is by placing these schools under the best trained Teachers that can be obtained.

Let it not be for a moment supposed that the present Teachers are deficient in talents, acquirements or fidelity. All will bear willing testimony to their merits. But many of them have been subjected to trials that were unnecessary, to labor

121,339 was the average attendance in summer,

76,480 " absence "

139,655 " attendance in winter,

58,264 " absence "

This statement includes those over sixteen (10,612) and under four (4,782) years of age.

On the first of July last there were in the State of New York—

11,052 Districts, the school houses of which were situated within the county,

8,241 whole Districts,

5,565 parts of Districts,

748,387 children taught during the year,

700,443 " in the State between 5 and 16 years of age.

The average rate of salaries per month, paid in different States to the Teachers of Public Schools is

	<i>Male.</i>	<i>Female.</i>
Maine, - - - - -	\$15 40	\$4 80
New Hampshire, - - - - -	13 50	5 65
Massachusetts, - - - - -	24 51	8 07
Vermont, - - - - -	12 00	4 75
Connecticut, - - - - -	16 00	6 50
New York, - - - - -	15 95	6 99
Pennsylvania, - - - - -	16 72	10 26*
Ohio, - - - - -	15 42	8 73
Indiana, - - - - -	12 00	6 00
Michigan, - - - - -	12 71	5 36

* Exclusive of the First District.

that was needless, for want of knowledge of imparting instruction to, and governing the young.

It will be admitted that no profession or occupation is more important than that of a Teacher, and that, for the successful exercise of every other, long and assiduous preparation is absolutely necessary.

No sound reason can be given why that of teacher should form an exception, especially in a Republic where education leads to preferment, and is the surest safeguard for the preservation of our institutions.

In other countries and in portions of our own, Seminaries have been established for the cultivation of the science of teaching, and the measure has been attended with signal success.¹

One of the leading features of the Act of 1818 was, it will be recollect, the establishment of a School for the training of Teachers, not merely for the schools of our own District but for other parts of the State.

While the Lancasterian system existed, the Model School was used to qualify teachers; but when that system was abandoned, the Model School differed little from the other Grammar Schools of the District

¹ There are three Normal Schools in Massachusetts—one at West Newton, one at Bridgewater, and one at Westfield. There is one Normal School in New York, at Albany.

Some modification of this school became absolutely necessary to meet the requirements of the law and the wants of the people. A subject so important demanded, and received a careful examination from the Controllers. It was referred to a committee, to consider and report thereon. After due inquiry and deliberation, a report, accompanied by a plan for the organization of a Normal School, was submitted to the Board. It has been, with some modifications, adopted, and contemplates the thorough training of the pupils, in those branches which constitute a good English education. Such a course as will improve, discipline, and develope the mind, adorn and elevate the character. Such a course as will insure the best mode of imparting knowledge, of interesting the pupils in their studies, will establish uniformity in teaching, prevent fruitless experiments, and irreparable loss of time, with all its sad consequences.

From want of knowledge how many injudicious modes of discipline have been resorted to, how many unwise schemes of improvement, have been attempted, how many mistakes made, that may have had a lasting influence on the fortunes, and character of the pupil.

Time will not permit me to enumerate all the branches that may be taught. Among the prominent, will be Grammar in its most comprehen-

sive sense, Rhetoric, Belles Lettres, History and Geography, Arithmetic and Algebra, (and probably at a future day a portion of the higher branches of Mathematics,) Logic, Ethics, Physiology and Psychology, and (after due advancement in the above studies,) the Science of Teaching, in the Schools of Practice.

'Tis here that the talents and various acquirements of the novice will become known and will be appreciated. It is here the timid will acquire self-confidence, the nervous self-possession, the too enthusiastic will be gently checked, the too diffident kindly encouraged.

On leaving this school the pupils will be well prepared to enter on the duties of a profession, second to none in importance and responsibility.

If the child is to be trained up in the way he should go, that when he is old he may not depart from it, the instructor should be qualified for the task, should be highly gifted, possessed of various accomplishments and acquirements, a knowledge of the human mind and character, and a sound judgment. To prepare such teachers the Normal School has been established.

We hope, we believe, that all just expectations will be realized.

Objections have been raised to the measure. It has been said—

1. That it is unwise, because it will add to the public expenditure.

2. That it is unnecessary, because the Schools are flourishing under the present teachers, who are faithfully discharging their duties, and that we ought to "let well enough, alone."
3. That it will have an unfavorable effect on the Grammar Schools for girls, by withdrawing the best pupils.
4. That it is partial, because all cannot be admitted.
5. That there is no security that the pupils will, after leaving the school, become teachers.

These objections should be fairly considered and answered :

1. The additional expense to the community is so small that it is of little consequence ; if it were far greater it would be wise, if the benefit should in any degree equal the expectations of the advocates of the measure. They have just reason to believe this will be the case.
2. It is freely admitted that the schools are in good order, and that the Teachers are faithfully performing their duties. No one, however, well acquainted with our schools will maintain that they may not be improved by judicious efforts, and it is denied that that is "well enough" which, by well directed exertions, can be made better. The argument of "letting well enough alone," was used when the Lancasterian system was abandoned, and who is there now that would desire to return to that system ? This argument would retard all improvement. Much has unquestionably been attained, but it follows not, that all has been achieved. A wide field of labor lies still before us. The advance that has already been made should stimulate us to renewed and vigorous efforts. Our course is onward—and every step we gain, renders the prospect more brilliant—success more certain. Then let us not pause in the race, but press on with generous ardor until the goal shall be won.
3. Have the Grammar Schools an unfavorable effect on the

Primary and Secondary Schools? No! Then why should the Normal School have an unfavorable effect on the Grammar Schools. The pupils should be prepared to leave the Grammar Schools, before they are ready for the Normal. Education should end there, before it should begin here.

4. All the pupils in the Grammar Schools do not desire to become teachers, and for the present, at least, it is supposed that one Normal School will accommodate all who desire admission into it.

5. In the honor of our students we have the highest pledge that they intend to make teaching their profession. Who is there that would doubt that honor, or demand any additional security? Circumstances will occur, undoubtedly, which will prevent some from carrying out their intentions. Who would desire our young countrywomen to remain, in situations which might not be congenial to their feelings, or to forego advantages which might be elsewhere obtained? Enough will be left to fill every situation.

To you, my young friends, who are about entering on a new, and arduous course of studies, I may be permitted to offer a word of encouragement. You have selected a profession alike arduous and important.

To fit yourselves for the faithful discharge of the high duties appertaining to the station which you seek, assiduous application is necessary. Your minds must be stored with useful and varied acquirements, your manners must be gentle and unaffected. In short, you should make yourselves examples worthy of imitation in all that is

calculated to improve, refine, and elevate the intellect, and character. The unpolished diamond is disregarded, because its worth is unknown. When it has passed through the hands of the skilful artist its beauty charms, its brilliancy dazzles. You are the artists to whose hands, ere long, priceless jewels will be committed, and on your improvement here will depend your ability to make them the brightest ornaments, the most precious gems of society. Your success must depend mainly on yourselves. You have excellent Teachers, profit by their instructions; you have talents, cultivate them; you have high duties to perform —to your parents, to society, to yourselves— discharge them faithfully; and when in after life you shall see those who have been trained by you, filling high stations with distinguished honor and unblemished integrity, how gratifying will be the reflection, how rich the reward, to know that their success has been in a great degree owing to your precepts and influence. You have to cheer you, the examples of those illustrious females who by their learning and talents have gained an imperishable fame, whose monuments are more enduring than the chiselled marble or the lofty column. They live in their works.

May we not look for as high literary excellence in our own land as other climes have produced.

Are there not among you, some Greys,¹ Daciers,² and Agnesis.³ May we not find here a Somerville,⁴ an Edgeworth,⁵ or a Strickland.⁶ I am sure

¹ This celebrated lady, daughter of the Marquis of Dorset, was born in 1537. Her maternal grandmother was Mary, wife of Charles Bradden, Duke of Suffolk, and youngest daughter of Henry the Seventh. Lady Jane, at a very early age displayed great genius and wonderful facility in the acquisition of languages. She spoke the Greek, Latin, French and Italian, and understood the Hebrew, Chaldee and Arabic—wrote a beautiful hand, had a fine taste for music, and excelled in needle-work.

² Anne le Fevre, daughter of Tannegue le Fevre, was born in 1651. Her father was professor of Greek, at Saumur, in France. She at an early age became a fine classical scholar, and edited several Greek and Latin authors. Her reputation spread over Europe, and she was invited to Stockholm, by the Queen of Sweden. In 1683 she married Andrew Dacier, a distinguished scholar. She died in 1720, at the age of sixty-nine. She was remarkable for the sweetness of her disposition, for her generosity, firmness, and piety.

³ Marie Gaetana Agnesi, was born at Mila, on the 16th of May, 1718. At the early age of nine years, she spoke the Latin language and delivered an oration in it. At eleven she spoke the Greek with as much fluency as her native tongue. She soon after acquired a knowledge of several of the Eastern languages, and was called “The Walking Polyglot.” The progress she made in the studies of Mathematics and Natural Philosophy, was wonderful. With the learned she would discuss the most profound questions in Mathematics and Philosophy. In 1749 she published her celebrated work, entitled *Instituz oni Analitiche*, (Analytical Institutions,) which at once established her fame. In 1750 she was appointed Professor of Mathematics and Natural Philosophy, in the University of Bologna.

Her appearance was prepossessing, her manners gentle and engaging, her conversation delightful and instructive. She died in 1799, in the 81st year of her age.

⁴ Mary Somerville, the author of “The Connexion of the Physical Sciences,” is still living.

⁵ Maria Edgeworth, in conjunction with her father, published a Treatise on Practical Education. Her works are numerous, much read and generally admired.

⁶ Agnes Strickland, author of the “Lives of the Queens of England,” &c. Still living.

that a generous ardor will animate you to emulate their virtues, and to equal them in unremitting application.

(To DR. WRIGHT:)

To your hands, Sir, and those of your assistants, has been committed a sacred trust ; it has been committed with full reliance in your zeal, talents and integrity, with full hope of your success, with full assurance of support from your Committee and the Board of Control. May the result of your labors equal your highest wishes, our confident anticipations. May the Normal School prove a blessing to our District and State, and those instructed within its walls widely disseminate the knowledge here imparted to them, and may many of them be apostles of learning throughout our land.

'Tis not in mortals to command success, may you do more—deserve it.

Gentlemen of the Committee on the Normal School, my valued friends—may you long live to enjoy the fruits of your exertions, to witness the improvement and extension of Education throughout the whole length and breadth of our Commonwealth, to see her citizens prosperous and happy—availing themselves of the immense resources they possess, which science and industry will develope. May you be honored in life, lamented when dead.

ABSTRACT OF THE PLAN.

Objects of Instruction.—The objects of instruction will be the thorough training of the pupils in the branches taught in the Public Schools, *with reference to teaching*; with such a course of mental and moral discipline, as shall improve the understanding and elevate the character.

Course of Instruction.—The course of instruction will be completed in two years, according to the following arrangement:

First Year.—1. Instruction in Orthography, Definition of Words, Art of Reading, English Grammar, History of the United States, Geography, Arithmetic and Penmanship, **IN REFERENCE TO TEACHING THESE BRANCHES.** 2. History of England. 3. Exercises in Composition. 4. Rhetoric. 5. Etymological Analysis of English Words. 6. Algebra, to Quadratic Equations, inclusive. 7. Drawing. 8. Music. 9. Principles of Education.

Second Year.—1. **PRACTICE IN TEACHING**, Orthography, Definition of Words, Art of Reading, English Grammar, History of the United States, Geography, Arithmetic and Penmanship. 2. General History of the World, by periods. 3. Ancient Geography. 4. Exercises in Composition. 5. Logic. 6. Drawing. 7. Music. 8. Elements of Astronomy. 9. Elements of Natural Philosophy and Chemistry. 10. Mental and Moral Philosophy. 11. Geometry. 12. School Government and Art of Teaching.

Admissions.—To be admitted as a pupil, the candidate must be at least fourteen years of age, and proficient in Orthography, Definition of Words, Reading, English Grammar, History of the United States, Arithmetic and Penmanship;

and have been a pupil of the Public Grammar Schools for one year. Previous to admission, every candidate must declare her intention to pursue the business of teaching, in the Public Schools of the Commonwealth of Pennsylvania.

Examinations.—Examinations of candidates will be held semi-annually. One, a few days previous to the first of February, and the other in the beginning of July. That none shall be retained in the school, who exhibit in the progress of their instruction, the want of proper qualifications, to fit them to become successful teachers, at the end of the first term, the class will be subjected to a rigid examination; and only such pupils allowed to enter upon the studies of the second term, as manifest love of study, habits of application, and sufficient improvement in knowledge. Those who are not found to possess proper dispositions or habits, can withdraw from the school at this period, without discredit; as the first term may be regarded only as a time of trial. At the completion of the full course of study, a public examination will be held, and diplomas, signed by the Principal, President of the Board of Controllers, and the Members of the Committee on the School, will be given to those who are qualified to impart instruction, in the branches of study pursued in the Public Schools.

Pupils who are found to be sufficiently intelligent at the time of their admission, after a brief review of the studies of the first year, will be allowed to commence the studies of the second year's course.

REPORT OF THE ORGANIZATION OF THE NORMAL SCHOOL.

To the Committee on the Normal School:—

GENTLEMEN:—In accordance with the provisions of the plan, adopted by the Board of Controllers for the organization of the Normal School, an examination of candidates for admission as pupils, was commenced on Thursday, January 13th, and continued during five days. One hundred and forty-seven candidates presented themselves on the first day, of whom one hundred and thirty-eight continued to attend during the whole time of examination;—nine having withdrawn on the first day. Of the number examined, one hundred and ten were found qualified; only ninety-six of these being over fifteen years of age, were directed to attend the school on the day of its opening;—the remaining fourteen are referred to you. I think the interests of the applicants, as well as those of the school, will be promoted by their immediate admission; among them are several, having the highest average of scholarship, and exhibiting more maturity of mind than a majority of those admitted; and nearly all are of such personal appearance, as to indicate greater age than is required for admission. I would here remark, that in allowing candidates to be examined who were under the prescribed age, I was influenced by a desire to avoid all inquiry, not connected with the scholarship of the applicants, until after this was ascertained; consequently, I was unable to discriminate between those of proper age, and those below.

The requirements for admission, being proficiency in Orthography, Definition of Words, Reading, English Grammar, History of the United States, Geography, Arithmetic and Penmanship, the candidates were examined in these branches in the following manner.

Two sets of questions, each set containing ten questions on every branch, were selected by the Principal, from fifty questions upon each subject, prepared by the teachers of the respective branches; one set to be

used for the written, and the other for the oral examination. The questions thus selected, were returned to the teachers to be answered by them in writing ; the answers having been examined and approved by the Principal, were placed in the hands of the teachers, as a standard by which to estimate the answers given by the applicants.

With the view to prevent any influence that might result from a knowledge of the names of the candidates, previous to the examination, cards were distributed, numbered from one upwards, by which numbers the candidates were known during the whole time of examination ; their names not being communicated, until after their admission as pupils.

The number of candidates being too great to be examined at one time, they were divided into two classes, one of which attended on the morning of each day, and the other in the afternoon.

The applicants being seated at desks, sufficiently distant to prevent communication, the written examination was commenced by dictating ten questions in Orthography, Definition and combination of words into sentences. While these questions were being answered, the teachers were all engaged in conducting an oral examination, with a different set of questions, on the same branch. The second day was occupied in examination in English Grammar, conducted in the same manner ; the third day in examination in History, the fourth in Geography, and the fifth in Arithmetic. The examination in Reading was conducted entirely by the Principal.

An estimate of the value of the answers was then made, by first ascertaining the whole number of facts, embraced in the answers to the questions on each branch ; then counting the number correctly answered, and determining the fractional part of 10 thus obtained. Thus, the answers in the written examination in History, embraced 20 facts ; if of these, 15 were answered correctly, the candidate's average in History would be 15-20 of 10, or 7.5.

The several averages indicating the scholarship in each branch, being added together, and divided by the number of subjects upon which the candidates were examined, the general average was obtained. Those candidates having averages above 5 were considered qualified for admission ; those below this average were rejected.

The school opened for the purposes of instruction on Tuesday, February 1st, at which time, eighty-eight pupils were in attendance ; these were divided into five classes, the first of which will probably be found sufficiently intelligent, to enter upon the studies of the second year's course,

prescribed in the plan, after a brief review of the first. A small class will, therefore, perhaps be able to graduate at the end of the first year.

I congratulate the Committee upon the highly favorable auspices under which the school is opened; the pupils evince anxiety to receive instruction, they are industrious, and appear to possess to a great extent, qualifications which, if rightly improved, will fit them to become able and successful teachers.

The corps of instructors enter upon their work with such zeal and tact, as to leave no room to doubt their complete success. The readiness with which they adapt themselves to their new positions, exhibits qualifications and capacity, which are calculated to secure the confidence of their pupils, and excite in them a desire to avail themselves of the advantages of their instruction.

Number of candidates attending the examination,	-	-	147
Withdrew the first day,	-	-	9
Number examined,	-	-	138
Rejected,	-	-	28
Qualified for admission,	-	-	110
Under age,*	-	-	14
Attending the school,	-	-	105

NAMES OF CANDIDATES ADMITTED.

1. Helen M. Jackson,	16. Louisa Peters,
2. Louisa M. Henck,	17. Caroline M. Reed,
3. Calista H. Buck,	18. Elizabeth A. Stockton,
4. Elizabeth J. Rundlett,	19. Rebecca H. Boyd,
5. Jane G. De Hart,	20. Bridget E. Meehan,
6. Sarah E. Cummings,	21. Mary E. Bradbury,
7. Sarah C. Levering,	22. Amanda Conway,
8. Anne C. Webb,	23. Maria L. Newell,
9. Sarah P. Ridgley,	24. Angelina S. Paul;
10. Frances E. Mickel,	25. Emily S. Nutt,
11. Caroline Fegenbush,	26. Annie J. Tomkins,
12. Mary E. Tazewell,	27. Catharine Benner,
13. Eunice B. Pearson,	28. Sarah J. Plumly,
14. Annie C. Wright,	29. Mary A. Waldie,
15. Lucy R. McElroy,	30. Eliza A. Gibbs,

* Since admitted by Resolution of the Board of Controllers.

31. Catharine Wagner,
 32. Susanna S. McKinney,
 33. Caroline R. Bladen,
 34. Eliza Fiegel,
 35. Rachel Thomas,
 36. Mary Emma Fithian,
 37. Elizabeth T. Schreiner,
 38. Amanda M. Duncan,
 39. Mary Jane Caldwell,
 40. Mary Adaline Brown,
 41. Eliza C. Wallington,
 42. Anna B. Grover,
 43. Abigail Rice,
 44. Annie Lloyd,
 45. Mary S. Smith,
 46. Josephine Barker,
 47. Anna N. Thompson,
 48. Anna Scull,
 49. Mary L. Harman,
 50. Caroline Potter,
 51. Caroline Starr,
 52. Caroline Nutt,
 53. Clara A. Oram,
 54. Susan L. Bender,
 55. Elizabeth H. Stanly,
 56. Julia M. Goodman,
 57. Mary Wenzell,
 58. Sarah S. Doran,
 59. Anna C. McElroy,
 60. Anna H. Steel,
 61. Margaret B. Cochran,
 62. Emma M. Summerfield,
 63. Sarah Jane Thompson,
 64. Sarah E. Massey,
 65. Margaret Lufberry,
 66. Sarah Knorr,
 67. Caroline Rechtsamer,
 68. Susan Cunningham,
 69. Julia Young,
 70. Margaret A. McKinney,
 71. Elizabeth L. Reed,
 72. Elizabeth Ann Sorin,
 73. Maria Louisa Earnest,
 74. Elizabeth Abbot,
 75. Martha Ann Simpson,
 76. Anna E. Friend,
 77. Clara Gideon,
 78. Lizzie Ridgway,
 79. Margaret E. Varney,
 80. Mary E. Byrnes,
 81. Mary Ann Teese,
 82. Mary E. Eretty,
 83. Ann C. Atlee,
 84. Anna K. Neath,
 85. Martha L. Hale,
 86. Anna Williams,
 87. Louisa Simpson,
 88. Almira Patton,
 89. Mary E. Ryder,
 90. Anna R. Brewton,
 91. Harriet Kirkpatrick,
 92. Margaret A. Marshall,
 93. Caroline Porter,
 94. Emma McCune,
 95. Emily B. Hewlings,
 96. Margaret C. Algeo,
 97. Mary E. Rozell,
 98. Anna Evans,
 99. Jessie Smith,
 100. Julia L. A. Bladen,
 101. Elvira Swarts,
 102. Catharine S. Hanly,
 103. Virginia R. Titus,
 104. Martha W. Bostwick,
 105. Matilda Saurman.

Of the above pupils thirty-one were from private Schools, and seventy-four from the Public Grammar Schools.

		Average Scholarship,	
Jefferson School,	- 11	"	7.44
Buttonwood Street,	- 10	"	6.25
North West,	- 8	"	6.56
Zane Street,	- 7	"	7.93
New Market Street,	- 6	"	6.75
Coates Street,	- 6	"	5.76
North East,	- 6	"	6.98
Model,	- 4	"	6.88
Palmer Street,	- 4	"	6.55
Moyamensing,	- 4	"	6.72
Walnut Street,	- 3	"	7.01
Locust Street,	- 2	"	6.83
Master Street,	- 2	"	7.37
Germantown,	- 1	"	

Average age of the candidates admitted, 16 years, 2 months and 12 days.

Respectfully submitted,

A. T. W. WRIGHT,
Principal.

FEBRUARY 4, 1848.

COMMITTEE AND TEACHERS OF THE NORMAL SCHOOL.

COMMITTEE.

JOHN C. SMITH, *Chairman*, No. 9 Chatham Street.
WILLIAM S. PEROT, No. 120 Vine Street.
JAMES PETERS, No. 105 North Second Street.
DANIEL S. BEIDEMAN, No. 53 Vine Street.
JOSEPH T. MEARS, Milestown.

TEACHERS.

A. T. W. WRIGHT, *Principal*, No. 411 North Second Street, below Coates.
E. JACKSON, Teacher of Arithmetic, &c., No. 100 Charlotte Street.
E. A. FIELD, Teacher of History, &c., No. 483 South Second Street.
M. E. HOUPT, Teacher of Grammar, &c., No. 180 Race Street.
M. E. BROWN, Teacher of Reading, &c., Spring Garden Street, below Eleventh.
E. W. MUMFORD, Teacher of Drawing, No. 14 Mercantile Library Building.
— — — — —, Teacher of Music.